

# مكتف المبدع

## في اللغة الإنجليزية

### للمستوى الرابع

\* شرح مبسط لقواعد الكتاب

\* القطع المقترحة مع الأسئلة

إعداد: الأستاذ محمود السيلوي

**0785625283**

## Quantifiers to make comparisons

أولاً: صيغة المقارنة (Comparative)

\*التركيب القواعدي لصيغة المقارنة هو:

**Noun +verb + comparative adj +than + noun**

Ali is taller than Hassan

تصاغ صيغة المقارنة حسب عدد مقاطع الصفة كما يلي:

1- الصفة ذات المقطع الواحد: تصاغ من خلال اضافة **er** على نهاية الصفة.

- ❖ Small / smaller
- ❖ Short / shorter

2 – صفة بمقطعين تنتهي بالحروف التالية **y/er/ow** وهنا يضاف لها **er**

- ❖ Narrow /narrower
- ❖ Clever / cleverer
- ❖ Happy / happier

3- باقي الصفات يضاف **More /less** قبلها

- ❖ Careful / more careful
- ❖ Useless / less useless
- ❖ Important /more important
- ❖ Expensive /less expensive

ثالثاً: صيغة التفضيل (Superlative)

تأتي صيغة المفاضلة للدلالة على أن شيء الأعلى أو الأقل من بين مجموعة.

\*التركيب القواعدي لصيغة المفاضلة هو:

### Noun +verb + superlative adj

Ali is the tallest student at school

### تصاغ صيغة التفضيل للصفة حسب عدد المقاطع كالآتي

#### 1- مقطع واحد: وتصاغ من خلال هذا التركيب **The + adj + est**

- ❖ tall / the tallest
- ❖ Small / the smallest

#### 2- صفة بمقطعين تنتهي بالحروف التالية **y/ow/er** وهنا يتم صياغتها على هذا التركيب **The +adj+est**

- ❖ Narrow / the narrowest
- ❖ Clever / the cleverest
- ❖ Happy / the happiest

#### 3- باقي الصفات يضاف قبلها **The most /the least**

- ❖ Careful / the most careful
- ❖ Useless /the least useless
- ❖ Important / the most important
- ❖ expensive / the least expensive

### ملاحظات :

1- اذا انتهت الصفة بـ **(y)** نقوم بتحويلها الى **(i)** عند اضافة صيغة المفاضلة او المقارنة.

Happy / happier / the happiest

2- اذا انتهت الصفة بـ (e) نقوم باضافة (r) او (st) فقط.

Simple / simpler/ the simplest

3- اذا انتهت الصفة بحرف ساكن يسبقه حرف علة, فيجب مضاعفة الحرف الأخير.

Big / Bigger/ the biggest

Thin / thinner / the thinnest

ثالثاً: صيغة المقارنة المتساوية وغير المتساوية ( Equal and non equal Comparisons )

ويستخدم هذا التركيب للتعبير عن المقارنة المتساوية

**Noun + verb+ as+ adjective/ adverb + as + noun**

- Mahmoud works as hard as his brother
- maths is as popular as science

ويستخدم هذا التركيب للمقارنة المتساوية مع الأسماء المعدودة

**Noun + verb + as + many+ ( noun) + as + noun**

You know as many people as I know.

ويستخدم هذا التركيب للمقارنة المتساوية مع الأسماء الغير معدودة

**Noun + verb + as + much + ( noun) + as + noun**

He's had as much success as his brother has

وللتعبير عن المقارنة الغير متساوية نستخدم **not** مع هذا التركيب

**Noun+ verb+(not) as + adjective/ adverb+ as+ noun**

- I cannot run as fast as you
- This test was not as difficult as the last one

\*يستخدم هذا التركيب للمقارنة الغير متساوية مع الأسماء المعدودة

**Noun+ verb+(not) as + many+ ( noun) + as + noun**

There are not as many people in our class as in yours

\*يستخدم هذا التركيب للمقارنة الغير متساوية مع الأسماء الغير معدودة

**Noun+ verb+(not) as + much+ ( noun) + as + noun**

**I don't eat as much food as my brother**

ملاحظة : من الممكن ان تستخدم الضمائر بدلا من الاسماء في جميع اشكال المقارنة والتفضيل

حالات شاذة في صيغة المقارنة والتفضيل :

Adjective	Comparative	Superlative
Good	Better	Best
Bad / ill	Worse	Worst
Little( amount)	Less	Least
Little ( size)	Smaller	Smallest
Much / many	More	Most
Far ( amount)	Further	Furthest
Far ( place)	Farther	Farthest
Late( time)	Later	Latest
Late ( order)	Latter	Last
Near ( place)	Nearer	Nearest
Near ( order)	-	Next
Old ( people and things)	Older	Oldest
Old ( people)	Elder	Eldest

**Exercise: Re-write the sentences to give a similar meaning to the previous one:**

1- Rami's handwriting is **more** beautiful than Ali's

Ali's .....

2- Travelling by car is **less** exciting than travelling by train.

Travelling by train .....

3- Alex speaks English fluently, Rami also speaks English fluently.

Alex speaks .....

4- Dogs are fast but they are **slower** than lions.

Dogs are not .....

5- A dog is **more** faithful than a cat.

A cat .....

## Derivation

ويشمل الأسماء والصفات والأفعال والظروف

### أولاً: الأسماء Nouns

تنتهي الأسماء بالنهايات التالية:

tion, sion, ness, ess, ure, ment, dom, ism, ence, ance, ician, age, ist, tide, ship, ice, or, er, ing, ity, ty, ology.

Ex: destruction, awareness, actress, development

### مواقع الأسماء هي:

1- تأتي الأسماء بعد المحددات:

وتشمل المحددات:

(One, two, three, any, some, no, a lot of, lots of, only, all, much, many, a few, a little, other, another).

I have some biscuits

2- تأتي الأسماء بعد أدوات التعريف والتوكيد (articles) A, an, the

The kingdom of Jordan is famous for the protection of olive oil

3- يأتي الاسم بعد ضمائر الملكية وتشمل:

My, her, his, its, our, their

I will be going to university to complete my education

4- يأتي الاسم بعد وقبل S الملكية:

Have you seen Nasser's collection of postcards?

5- يأتي الاسم بعد حروف الجر واسماء الإشارة :

\*حروف الجر تتضمن : at, without, of, about , From , to, for , after , in , On, with

\* اسماء الإشارة تتضمن : That, this, those, these

Ministry of education is the largest ministry in Jordan

We can't comply with this decision

6- يستخدم الاسم كفاعل

Jordan is one of the most prominent countries in medicine

7- يستخدم الاسم كمفعول به

Professor Ali presents scholarships for diligent students

8- يأتي الاسم بعد كل من **More, most** بشرط ان لا تكون مسبوقه باحد افعال **be**

We need more patience in case of anger

9- يأتي الاسم بعد الصفة

Psychological illnesses become pervasive nowadays

ملاحظة هامة: نستخدم كل القواعد السابقة بشرط ان لا يكون هنالك اسم بعد الفراغ , فاذا كان هناك اسم بعد الفراغ نضع الجواب صفة وليس اسم.

ثانيا: الصفات Adjectives :

تنتهي الصفات بالمقاطع التالية:

Y, ory, ful, less, en, an, able, ive, ous, ect, al, ate, ant, ent, ish, ing, ed, any, ic

Ex: stormy, scientific, fortunate, shocking

وتأتي الصفة في المواقع التالية:

1- تأتي الصفة قبل الاسم

She has beautiful hair

2- تأتي الصفة بعد افعال **be**

The exam was easy

3- تأتي الصفة بعد الصفات التالية: **Too, so, very, quite**

You are eating very slow

4- تأتي الصفة بعد الأفعال التالية:

Feel, get, find, taste, become, seem, look, appear

This cookie looks tasty

5- تأتي الصفة في هذا الموقع ( **as .... as** صفة .... )

She is as beautiful as moon

6- تأتي الصفة بعد **more, most** بشرط ان تكون مسبوقه باحد افعال **Be**

land is more expensive than it was before

7- تأتي الصفة بعد الظرف

Ahmad was extremely hungry

ثالثا: الظرف / الحال Adverbs

عادة ما ينتهي ب **ly** وتركيبه دائما هو:

(adjective + ly)

aggressive \_\_\_ aggressively

يستخدم الظرف في الحالات التالية:

1- في نهاية الجملة مكتملة العناصر

He greeted the guests warmly

2- في بداية الجملة, ويقع قبل الفاصلة

**Fortunately, fares could pass the exam**

3- قبل الصفة

He was **extremely** tired

4- بين الفاعل ( اسم/ ضمير) والفعل

He **surprisingly** told me about the secret.

5- بين الفعل المساعد والفعل الرئيسي

Ali has **completely** finished his job

ملاحظة: نحصل على الظرف ( الحال) بإضافة (ly) لنهاية الصفة وبإسقاطها من الظرف نحصل على الصفة

**رابعاً: الفعل Verb**

وينتهي بالمقاطع التالية: Ate, ise, ize, en, ve, ed

Ex: Organize, eradicate, strengthen

ويقع الفعل في المواقع التالية:

1- بعد الفاعل

Thanks a lot. I **appreciate** your kindness

2- قبل المفعول به

Jordan **improves** education frequently

3- بعد to ويكون فعل مجرد

I need to **evaluate** my work

#### 4- بعد افعال Modals

You should **study** hard

#### 5- بعد افعال do

She didn't **succeed**

والقاعدة العامة : التركيب يكون كالآتي:

اسم , فعل , حال , صفة

#### ملاحظات عامة على الأشتقاق

\*ادوات العطف التالية :

**And, as well as, or** تعطف كلمتين من نفس الجنس اي ان ما يتبعها يكون من جنس

ما يسبقها.

- Smoking ( n) and pollution (n) have the same effects.
- Work makes you healthy ( adj) and wealthy( adj).

#### \*اذا جاء الفراغ:

\*في بداية الجملة ومتبوعا بفاصلة فانه يحتاج الى ظرف

\*في بداية الجملة ومتبوعا باسم فانه يحتاج الى صفة

\*في بداية الجملة ومتبوعا بفعل فانه يحتاج الى اسم

\*في نهاية الجملة مسبوقا باسم وفعل فانه يحتاج الى ظرف

\*محصورا بين فعلين فانه يحتاج الى ظرف

\*اذا توالى اسمين وراء بعضهما يكون الاسم الاول صفة للاسم الثاني

\*إذا خلت الكلمة من اي لاحقة من لواحق الاسم او الصفة او الظرف فهي غالبا ما تكون فعل  
\*العبارات التالية:

(Lead to, due to, according to, belong to, looking forward)

يتبعها اسم او شبه جملة اسمية وليس فعل مجرد

\*إذا كان الفعل مسبوقا بظرف نعتمد على الكلمة التي تسبق الظرف لتحديد ما يحتاجه الفراغ ( نعتبر ان الظرف كلمة زائدة)

### أهم مشتقات المستوى الرابع

Verb	Noun	Adjective	Adverb
Educate يعلم/ يتقن	Education التعليم Educator معلم / مربي	Educational تعليمي	Educationally من ناحية تعليمية
Succeed ينجح	Success نجاح	Successful ناجح	Successfully بنجاح
Organise ينظم	Organisation منظمة Organiser منظم	Organised منظم	.....
Achieve ينجز	Achievement انجاز Achiever منجز	Achievable يمكن انجازه	.....
Develop يطور	Development تطوير	Developed متطور Developing نامي	.....
Experience يجرب/ يختبر	Experience تجربة/ خبرة	Experienced خبير	.....
Dominate يهيمن/ يسيطر	Dominance هيمنة/ سيطرة	Dominant مهيمن/ مسيطر	Dominantly بشكل مسيطر
Depend يعتمد	Dependence اعتماد	Dependent يعتمد على غيره	Dependently بشكل تابع للغير
Repeat يكرر	Repetition تكرار	Repeated متكرر/ مكرر	Repeatedly بشكل متكرر
Correct يصحح	Correction تصحيح	Correct صحيح	Correctly بشكل صحيح
Circulate يسري/ يجري	Circulation دوران/ جريان	Circulatory دائري	.....
Dehydrate يجفف	Dehydration الجفاف	Dehydrated جاف	.....
Advise ينصح	Advice نصيحة	Advisable مرغوب/ حكيم	Advisably بحكمة/ بمنطق
Revise يراجع	Revision مراجعة	Revisable قابل للتعديل	.....
Concentrate يركز	Concentration تركيز	Concentrated مركز	.....
Qualify يؤهل	Qualification مؤهل	Qualified شخص مؤهل	.....
Recommend يوصي	Recommendation توصية	Recommended موصى به	.....
.....	Youth الشباب	Young صغير بالعمر	.....
Know يعرف	Knowledge معرفة	Knowledgeable حسن الاطلاع	Knowledgeably بمعرفة/ بخبرة واسعة
Memorise يحفظ	Memory ذاكرة	Memorable لا ينسى	Memorably بشكل لا ينسى
Particularise يخصص/ يعين	.....	Particular خاص/ معين	Particularly خصوصا
Compete ينافس	Competition منافسة	Competitive تنافسي	Competitively بشكل منافس
Idealise يجعله مثاليا	Idealisation المثالية	Ideal مثالي	Ideally بطريقة مثالية
Create يخلق/ ينشأ	Creation خلق/ انشاء	Creative مبدع	Creatively بابداع

Teach يعلم	Teacher معلم Teaching تعليم	Teachable يمكن تعليمه	.....
Economise يقتصد	Economy اقتصاد	Economic اقتصادي Economical اقتصادي	Economically من ناحية اقتصادية
Critisise ينتقد	Criticism نقد/ انتقاد	Critical انتقادي	Critically بشكل انتقادي
.....	Academic أكاديمي Academy أكاديمية	Academic أكاديمي	Academically أكاديميا
Contradict / يتناقض / يتعارض مع	Contradiction / تناقض / تعارض	Contradictory / متناقض / متعارض	.....
.....	Fluency بطلاقة اللسان	Fluent طليق اللسان	Fluently بطلاقة
.....	Option اختيار/ اختيار	Optional اختياري	Optionally اختياريًا
Pioneer يبتكر	Pioneer مبتكر	Pioneering طليعي / في الطبيعة	.....
Tutor يعلم	Tutor معلم Tutorial دورة	.....	.....
Manage يدير	Management ادارة	Managerial اداري	.....
Circulate يدور/ يسري	Circulation دوران	.....	.....
Diet يتبع حمية	Diet نظام غذائي	Dietary غذائي	.....
.....	Multilingualism تعددية لغوية	Multilingual متعدد اللغات	.....
Simulate يحاكي / يفقد	Simulation محاكاة/ تقليد Simulator جهاز المحاكاة	.....	.....
Utter ينطق/ يتكلم	Utterance الكلام/ النطق	.....	.....
.....	Vocation مهنة	Vocational مهني	.....
Enroll يسجل	Enrolment تسجيل	.....	.....
Immerse ينغمس	Immersion انغماس	.....	.....
.....	Sociology علم الاجتماع Sociologist عالم اجتماع	Sociological اجتماعي	.....
Intend يقصد/ ينوي	Intention نية/ قصد	Intentional مقصود	.....
Replicate يكرر	Replication تكرار	.....	.....
Negotiate يفاوض	Negotiation تفاوض	Negotiable قابل للتفاوض	.....
Import يستورد	Importation استيراد	Importable مستورد	.....
Export يصدر	Exportation تصدير	.....	.....
Extract يستخرج/ يستخلص	Extraction استخراج	.....	.....
Fertilise يخصب/ يسمد	Fertilization تسميد	Fertile خصب	.....
Agree يوافق/ يتفق مع	Agreement اتفاقية	.....	.....
Market يسوق	Marketing تسويق Market سوق	.....	.....
Interpret يترجم	Interpretation ترجمة Interpreter مترجم	.....	.....
.....	Cancer سرطان	Cancerous مسرطن	.....
Scan يمسح/ يفحص	Scanner الماسح الضوئي	.....	.....
.....	Region اقليم/ منطقة	Regional اقليمي/ محلي	.....
Secure يحمي	Security امن	Secure آمن	.....
Reward يكافئ	Reward مكافئة	Rewarding مجز/ مرض	.....
.....	Conscience الضمير	Conscientious حي الضمير	.....

يتكيف / يتأقلم <b>Adapt</b>	تأقلم / تكيف <b>Adaptation</b>	متكيف / قابل للتكيف <b>Adaptable</b>	.....
يعزو الى <b>Attribute</b>	عزو/ اسناد امر صفة/ سمة <b>Attribution</b> <b>Attribute</b>	.....	.....
يشير الى <b>Refer</b>	مرجع <b>Reference</b>	.....	.....
يحمس <b>Enthuse</b>	حماس <b>Enthusiasm</b>	متحمس <b>Enthusiastic</b>	بحماس <b>Enthusiastically</b>
	تغذية <b>Nutrition</b> مغذ <b>Nutrient</b>	مغذي <b>Nutritious</b>	

ملاحظة هامة : يرجى مراجعة آخر الكتاب المدرسي للحصول على جميع الاشتقاقات المطلوبة في هذا المستوى

**Exercise:** Complete the text with suitable words derived from the words in brackets.:

In the Middle East today, Entrepreneur is .....(particular) **important** among young people, because of the ..... (compete) **job** market.

It is important to give young people **the** .....( know) so that they can help themselves. If they can't find jobs, they can create their own and then ....., ( ideal), generate jobs for others.

.....( organise) **have** been set up to guide young people through the process of business ..... ( create) there are training courses and programmes to support this cause. Universities in the region have **started**

.....( teach) Entrepreneur courses to students . even **large** .....

( business) now support young Entrepreneurs. The common philosophy is as follows: give young people the opportunity to create their own companies so that they can control over their own .....

( economy) **futures**. In the Middle East, it is a ..... ( critic) **learning** experience for young people.

أسئلة وزارية:

- 1- Kareem is a ..... **Journalist**, he has worked previously for many scientific journals.( qualification)
- 2- Doing lots of exercise won't keep you healthy if you don't eat ..... **food** as well. ( nutrients).

## Active and passive

طريقة التحويل من المبني للمعلوم الى المبني للمجهول:

1-حذف الفاعل من الجملة الأصلية

2-يوضع لك المفعول به في بداية الجملة

3-احذف المفعول به من الجملة الأصلية لكي لا تكرر في الجملة الجديدة

4-قم باكمال الجملة على القواعد التالية:

Tense	Active	Passive
Present simple	V 1/ V1+s,es	Is, am, are + v3
Past simple	V2	Was/ were+ v3
Present continuous	is, am , are+ v ing	is, am, are + being+v3
Past continuous	Was, were+ v ing	Was, were + being+v3
Present perfect	Has, have+ v3	Has, have +been+ v3
Past perfect	Had+ v3	Had+been+ v3
Present perfect continuous	Have,has+been+ v ing	Has,have+been+being+ v3
past perfect continuous	Had+been+ v ing	had+been+being+ v3
Future simple	Modals + V1	Modals+ be+ v3
Future perfect	Modals +have+ v3	Modals + have + been+ v3

ملاحظة : في حالة سؤال المبني للمجهول نقوم بوضع الفعل المساعد في بداية الجملة وعلامة

استفهام في نهايتها اما في حالة النفي فنقوم بإضافة **not** بعدالفعل المساعد

اسئلة وزارية لسنوات سابقة:

- 1- People saw smoke coming out of the forest.  
Smoke .....
- 2- The government must save the historical sites.  
The historical sites.....
- 3- The farmer must water the plants in order to grow.  
The plants.....
- 4- Everyone must save the natural resources.  
The natural resources.....
- 5- Parents mustn't give their children everything they want.  
Children .....
- 6- Children mustn't leave bicycles in the driveway.  
Bicycles .....

7- Nobody can deny the role of the teacher.

- The role of the teacher.....

8- Is Tom fixing the door?

..... the door.....?

**Answers:**

- 1- Smoke was seen coming out of the forest
- 2- The historical sites must be saved
- 3- The plants must be watered in order to grow
- 4- The natural resources must be saved
- 5- Children must not be given everything they want
- 6- Bicycles mustn't be left in the drive way
- 7- The role of the teacher can't be denied
- 8- Is the door being fixed ?

\* من الممكن ان يأتي موضوع المبني المجهول ضمن سؤال صحح الفعل بين الاقواس:

**Ex : correct the verbs between brackets:**

1. The car .....usually .....in the morning . (clean)
2. This car .....in 1985. (produce)
3. The car .....by the mechanic next week. (fix)
4. The law has .....since 1990. (apply)
5. The film .....at the moment. (watch)
6. After the car ....., we set out to Petra. (repair)
7. While the car ....., it rained .(clean) .

**Answers:**

- 1-is cleaned 2-was produced 3-will be fixed 4-been applied 5-is being watched  
6- had been repaired 7-was being cleaned

## Impersonal passive

وهو من انواع المبني للمجهول والذي يستخدم مع الفعل اللازم الذي لا يأخذ مفعول به, وعادة ما يستخدم مع أفعال الحواس.

**Ex: He says**

هنا لا يوجد مفعول به ليوضع في الجملة الجديدة فنضع **it** كمفعول به

**It is said**

آلية الحل:

هنالك طريقتين للحل وهما:

**1- الطريقة الاولى:**

نضع **it** كمفعول به في بداية الجملة ونكمل الحل على قاعدة المبني للمجهول كما في الدرس السابق حيث تتكون **impersonal** من جملتين يتم تحويل الجملة الأولى فقط للمبني للمجهول , على ان نضع **it** كمفعول به

**EX:**

**\*They believe, that language learning can also improve your decision making skills**

**It is believed that language learning can also improve your decision making skills**

وحتى تتمكن من ذلك قم بحذف المضاف لك في جملة الحل من الجملة **impersonal** وأضف باقي الجملة على جملة الحل

**2- الطريقة الثانية:**

نضع الفاعل الثاني الذي يقع بعد كلمة **that** في جملة الحل ومن ثم نضع الفعل الذي يأتي قبلها محول على المبني للمجهول في الدرس السابق ومن ثم نضيف **to** للجملة ومن ثم يتبعها فعل مجرد وباقي الجملة

**ملاحظة:** يجب تحويل الفعل في الجملة الثانية مهما كان تصريفه الى فعل مجرد في جملة الحل

**EX:**

**\*They say that women live longer than men**

**- Women are said to live longer than men.**

\*People say that children are afraid of ghosts

-Children are said to be afraid of ghosts

### ملاحظات:

1- الفعل المجرد لـ **is/am/are** هو **be**

2- في حالة وجود فعل مساعد مع فعل رئيسي في الجملة الثانية فهنا نحول الفعل المساعد الى صيغة المجرد بعد **to**

\*They think she is writing a book.

- She is thought to be writing a book.

\*They think she has written a book.

- She is thought to have written a book.

3- اذا كان الزمن في الجملة الثانية في جملة السؤال ماضي بسيط نحوله الى مضارع تام في جملة الحل

\*They think that you lived in London.

- You are thought to have lived in London

\*People believe that John Lennon was a great musician.

- John Lennon is believed to have been a great musician.

4- يتم التحويل من الماضي المستمر الى المضارع التام المستمر

\*People think that the government was building new schools.

- The government is thought to have been building new schools

5- في حالة المستقبل نضع الفعل المجرد بعد **to** ونحذف **Will**

\*They believe that the factory will make profit soon.

- The factory is believed to make profit soon

6- في المستقبل التام نضع **Have + v3** في جملة الحل بدون **will**

\*They say that he will have delivered all the newspapers by 8 o'clock.

- He is said to have delivered all the newspapers by 8 o'clock

ملاحظة : هذه الازمنة ليس لها تركيب قواعدي في **Impersonal passive**

\*The Present Perfect continuous

\*The Past Perfect Continuous

\*The Future Continuous and

\*The Future Perfect Continuous

**Exercises:**

**rewrite the sentences. use the impersonal passive in two different ways.**

1- They say that fish is good for brain.

It's said that.....  
.....

2- People think that we only use a small percentage of our brain power.

.....  
.....

3- They claim that we remember things we hear in our sleep.

.....  
.....

4- People believe that solving puzzles keeps the brain active.

.....  
.....

5- Experts have proved that exercise is good for concentration.

.....  
.....

**\* Rewrite the following sentences in the active form.**

1. It was thought that we only use a small percentage of our brain power.

People .....

2. It is claimed that we remember things we hear in our sleep.

People.....

3. It is believed that solving puzzles keeps the brain active.

He.....

4. It has been proved that exercise is good for concentration.

They.....

**\* Correct the verb between brackets.**

1. New project scheme **is claimed** ..... innovative ideas. ( introduce )

2. Eating almonds **is thought** .....the risk of heart disease. (reduce )

3. **It is** ..... that language learning can also improve your decision-making skills. (believe )

4. **It** ..... that learning a new language also presents the brain with unique challenges. ( think )

## Indirect questions

\*الأسئلة غير المباشرة: هي أسئلة ذات طبيعة رسمية ومؤدبة , وتستخدم عند التحدث مع شخص لا نعرفه.

\*الأسئلة المباشرة: وهي اسئلة عفوية معتادة يتم سؤالها للأصدقاء والمعارف بطابع غير رسمي.

ومن اشهر المقدمات المستخدمة في الاسئلة غير المباشرة :

- \*Could you tell me.....
- \*Do you know.....
- \*Do you mind .....
- \*Could you explain.....
- \*Is there any chance.....
- \*I would like to know.....
- \* I am / was wondering ....
- \*Do you mind telling me.....

المطلوب هو تحويل السؤال المباشر الى غير مباشر حيث تقسم الاسئلة الى :

### 1- WH questions:

\* في حال وجود افعال **Do** المساعدة بالسؤال هنا نقوم بما يلي:

1- حذف افعال الـ **Do**

2- نحول الفعل الرئيسي لصيغته حسب زمن السؤال ( **do** الى **V1** / **does** الى **Vs,es** / **did** الى **V2** )

3- نضع علامة استفهام في نهاية الجملة

**Direct:** Why do you move to Jordan?

**Indirect:** could you explain why you move to Jordan?

\* في حالة النفي لا نحذف ( **Doesn't / don't / didn't + V1** ) بل نعكس موقع الفاعل والفعل المساعد

**Direct:** why doesn't she arrive on time ?

**Indirect:** could you explain why she doesn't arrive on time?

\* في حال وجود أفعال مساعدة اخرى وهنا عند التحويل لغير المباشر نقوم بعكس موقع الفعل المساعد مع الفاعل واكمال الجملة كما هي

**Direct: where is the market?**

**Indirect: could you tell me where the market is?**

**How has he managed to get in shop quickly?**

**Do you mind telling me how he has managed to get in shop quickly?**

**2-Yes / no questions:**

وهنا نضع **If** بعد ( صيغة الغير مباشر ) وفي بداية الجملة , ونقوم بتحويل الجملة الى خبرية ونضع علامة استفهام في نهاية الجملة

**EX:**

**\*Have you visited Aqaba before?**

**Could you tell me if you have visited Aqaba before?**

**\*Does Tom like Jordanian food?**

**Do you know if Tom likes Jordanian food?**

**\*Can we change the meeting time?**

**Is there any chance if we can change the meeting time?**

**\* ملاحظة : عند استخدام Do you mind دائما يأتي بعدها ( **V1 + ing** ) عند الحل :**

**Please , tell me the time ?**

**Do you mind telling me the time ?**

**Questions:**

**Change the following from direct questions into indirect questions**

1- How can I get to queen alia airport by public transport? (وزاري/2016)

Could you tell me .....

2- What time does the Bank open?

Do you know .....

3- did you move to Europe?

I was wondering.....

**Write the direct questions:**

- Could you tell me what the time is, please?

.....

-Do you know who that man is?

.....

- Do you mind telling me why the train is late?

.....

**Question tags**

**Forms :**

**1- Positive statement - question tag negative**

You are Tom , aren't you?

**2- Negative statement – question tag positive**

He isn't Joe, is he?

و تقسم الى:

1- اسئلة Tag مع فعل مساعد يسد مكان الفعل الرئيسي

He is Ali, isn't he?

Lila was a pilot , wasn't she ?

**الآلية الحل:**

- 1- نقوم بوضع الفعل المساعد في جملة السؤال في البداية
- 2- اذا كانت الجملة الخبرية مثبتة, نقوم بنفي الفعل المساعد في جملة السؤال. واذا كانت الجملة الخبرية منفية, نقوم باثبات الفعل المساعد.
- 3- نضع الفاعل ( **ضمير** ) بعد الفعل المساعد بناء على الفاعل في الجملة الخبرية , وبعده علامة استفهام.

**2- اسئلة Tag مع الفعل الرئيسي****EX:**

**They play football, don't they?**

**آلية الحل:**

- 1- اذا كانت الجملة الخبرية في المضارع البسيط ( **V1** ) نقوم بوضع **Don't** بداية جملة السؤال يتبعه الفاعل
  - 2- اذا كانت الجملة الخبرية في المضارع البسيط ( **V1 + es , s** ) نقوم بوضع **Doesn't** بداية جملة السؤال يتبعها الفاعل
  - 3- اذا كانت الجملة الخبرية في الماضي البسيط ( **V2** ) نقوم بوضع **Didn't** بداية جملة السؤال يتبعها الفاعل
  - 4- اذا كانت الجملة الخبرية في اي زمن آخر نعكس مواقع الفعل المساعد مع الفاعل.
- مع ملاحظة:** نفي المثبت واثبات المنفي.

**EX:**

- They play football, don't they?
- Ali plays football , doesn't he ?
- They played football, didn't they?
- You can help me with this, can't you?
- She wasn't playing there yesterday, was she?
- You will phone me later ,wont you?
- He had better do it, hadn't he?
- I have been answering, haven't I?

حالات شاذة:

\*نستخدم **are** مع **I** بدلا من **am** في جملة السؤال

**I am right, aren't I ?**

\*نستخدم **Never/ nothing** للنفي احيانا بدلا من **not**

**He never came again,did he?**

\* في حالة **Let us** نستخدم **shall we** في جملة السؤال

**Let us study tomorrow, shall we?**

**Let's go, shall we?**

\* في حالة **Let me/him** نستخدم **will / would you** في جملة السؤال

**Let me study tomorrow, will you?**

**Let him go, will you ?**

\* في حالة جمل الأمر نستخدم **will you** في جملة السؤال

**Open the door, will you?**

**Don't smoke, will you?**

\* اذا احتوت الجملة الخبرية على **Have to / has to + v1** نضع **Don't + Sub / Doesn't + Sub**

في جملة السؤال

**He has to quit fatty food, doesn't he?**

**I have to quit fatty food, don't I?**

\* اذا احتوت الجملة الخبرية على **had to + v1** نضع **Didn't + S** في جملة السؤال

**I had to quit fatty food, didn't I?**

\*نستخدم **it** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **this** او **that**

**This is John's pen, isn't it?**

\*نستخدم **they** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **these** او **those**

**Those aren't the books of our library, are they?**

\*تستخدم **it** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **anything / everything /nothing**

**Everything is ok, isn't it?**

\*تستخدم **They** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بما يلي :

**Nobody / somebody / everybody /no one /everyone/someone**

**Nobody lives here , do they ?**

\*اذا وجدت الظروف التالية في الجملة الخبرية فيجب اثبات جملة السؤال وتشمل ( **Scarcely/ barely/ rarely/ hardly** )

**You would scarcely expect her to know that, would you?**

**Exercise: add question tags to end these sentences:**

- 1- Salma sleeps at hotel,.....?
- 2- She won't be very happy,.....?
- 3- Don't smoke here,.....?
- 4- We haven't got any chance,.....?
- 5- Let's work here,.....?
- 6- Fahd was in a serious car accident,.....?
- 7- He is still a computer programmer,.....?
- 8- He used a speech recognition programme,.....?
- 9- He phoned me last night , .....?
- 10- You are buying a new mobile , .....?
- 11- You have just bought a new mobile , .....?
- 12- Your phone's black and silver , .....?
- 13- You won't forget to phone me , .....?
- 14- She's a doctor , .....?
- 15- She's played tennis , .....?
- 16- You've changed your number , .....?
- 17- She has to see the doctor , .....?
- 18- They have to go now , .....?
- 19- He had to visit his parents , .....?
- 20- You told her this morning , .....?
- 21- Ibrahim won't have been travelling all day, .....?
- 22- Don't forget to switch off the lights, .....?
- 23- Nobody came to your party, .....?
- 24- He never says a word, .....?
- 25- They rarely eat in restaurants, .....?
- 26- There aren't any spiders in the bedroom, .....?
- 27- He pressed the seeds into the soil with his thumb, .....?
- 28- The man drove too fast in the city centre, .....?
- 29- I am not sure that Ahmad is telling us the truth,.....?

## Phrasal verbs

وهو فعل متبوع عادة بحرف جر أو ظرف. هذا النوع من الأفعال شائع في اللغة الإنجليزية ولكنه غير مألوف في اللغة العربية. يعطي الفعل منفرداً معنىً مختلفاً للمعنى الذي يعطيه في حال مصاحبته للظروف وحروف الجر.

phrasal verb	Meaning in English	Meaning in Arabic
Look into	to investigate	يتفحص
Come up with	Think of / produce something ( an idea) especially when pressured or challenged	يستنتج فكرة
Get away with	To do something wrong without being discovered or with only a minor punishment	يفلت من العقاب
Get over		يتعافى من المرض
Get on ( with)	Be friendly	يتدبر أمر شيء ما / يتماشى مع
Go ahead (with)		يتقدم
Point at		يُشير الي
Go back		يعود
Look for		تبحث عن شيء فقدته
Look forward to		يتطلع بفارغ الصبر
Go away		البتعد
Stand out	To be much better than other similar people or things	يبرز / يتميز
Grow up	Spend my child hood	يكبر
Get on well	Be in a good relation	يتماشى مع
Look at		فكر بـ / تمنع بـ
Tend to		يميل الي
Come about	Happen	يحدث
Eat out	Eat away from home especially in a restaurant	يتناول طعامه خارج المنزل
Point out	To show something or someone by pointing at it	يُشير الي
Find out	Discover	يكشف
Pick up		فهم / التقط
Carry out	Complete, do	يقوم بـ
Leave out	Don't include / omit it	اترك / لا تشمل
Look up		يبحث عن / يتفقد كلمة أو موعد
Take up		يتخذ
Take away		يأخذ بعيدا
Speed up	Hurry up	يسرع
Take off		يخلع/ ينزع ( الحذاء مثلا)
Try out		يجرب
Make up	Invent	يصنع / يخترع/ يخلق
Get up		ينهض
Make out	Understand	يفهم

**Types of phrasal verbs: ( انواع الافعال المركبة )****1- Some phrasal verbs can have objects after them ( transitive verbs)**

افعال مركبة تأخذ مفعولا به يقع بعدها تسمى افعال متعدية.

**They came up with a good idea**  
**We are looking into the problem**

**2- Some phrasal verbs don't have objects ( intransitive verbs)**

افعال مركبة لا تأخذ بعدها مفعول به تسمى افعال لازمه/ غير متعدية.

**Where did you grow up?**  
**My sister and I get on well.**

**ملاحظات:**

\* احيانا يقع المفعول به في الوسط بين الفعل وحرف الجر , لذلك يكون الفعل مفصولا عن حرف الجر التابع له.  
\* اذا كان المفعول به على شكل ضمير **Me, him, her, them, us, you , it** يكون الفصل اجباريا.

**They carried it out in two years.**

\* يجوز الفصل بين الفعل وحرف الجر اذا كان المفعول به على شكل اسم :

**Point her sister out.... Point out her sister.**

\* احيانا يمنع فصل الفعل عن حرف الجر التابع له , بحيث يقع المفعول به بعد حرف الجر.

**They came up with a good idea.**

**\* افعال مركبة تسمح بالفصل بين الفعل وحرف الجر:**

**(Carry out, find out, leave out, look up, look over, point out, take back, take off, take away)**

**\* افعال مركبة لا تسمح بالفصل بين الفعل وحرف الجر:**

**(Come up with, come about, get away with, get on well, get by, get into, go off, go away, go back, go ahead with, grow up, look at, point at, speed up, take after, get up, go through, look forward to, get on, look into, look after, look for, get over).**

**Exercise**

Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me). Consider whether the two parts of the verb can be separated or not.

look into / come up with / come about / point out /  
get away with / carry out / leave out

- 1- As part of the interview, we will be asking all candidates to ..... a short task.
- 2- Ali broke the glass, but his mother didn't notice. He ..... it.
- 3- Last night, I watched an interesting documentary about how the ice age .....
- 4- I've been thinking about a subject for my History project, and I've ..... some ideas.
- 5- I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to .....
- 6- Thank you for writing to us about the non-delivery of your parcel. We promise to..... immediately.

**Answers:** 1- carry out 2- got away with 3- came about 4- come up with 5- leave it out 6- look into it

**Exercise:** Replace the words and phrases in bold with the suitable phrasal verbs

- 1- Let's **investigate** the story and discover what really happened.  
.....
- 2- I wish scientists would **think of** a way to prevent flu!  
.....
- 3- I was born in a small village, but I didn't **spend my childhood** there.  
.....

**Answers:** 1- look into 2- come up with 3- grow up

**Exercise: What does the underlined phrasal verbs mean?**

1- We're looking into the possibility of merging the two departments.

.....

.....

2- We're looking into the problem.

.....

.....

3- They came up with a good idea.

.....

.....

**Answers:** 1- to investigate 2- to investigate 3- think of/ produce something

### الجمل الشرطية (conditional) if clause

تتكون الجملة الشرطية من قسمين: الأول (If clause) وتسمى جملة الشرط , وتحتوي على اداة ربط مثل **if,unless** والثاني (Main clause) وتسمى جملة جواب الشرط.

**Ex:**

If you study harder, you will pass.

\*تتكون جملة **if** الشرطية من اربعة أنواع وهي:

#### 1 -Zero conditional:

**Form:**

**If +present simple (v1/v1+s,es) , present simple ( v1/v1+s,es)**

ويستخدم للكلام عن قوانين و حقائق لا تقبل الشك.

If you freeze water, it turns to ice.

#### 2 - First conditional:

**Form :**

**If +present simple ( v1/v1+s,es) ,future simple (will + v1)**

ويستخدم للحديث عن أمور قد تحدث أو لا تحدث في المستقبل بناء على الحاضر.

**Ex:**

If you come today, we will visit you.

I will call you, if I need any help.

If the weather doesn't improve, we won't ( will not) have a picnic.

### **3 - Second conditional:**

**Form:**

**If + past simple (v2) , S + would + v1**

يستخدم للتحدث عن حالات خيالية لم تحدث في الواقع.

**Ex:**

If it rained in summer, it would be nice.

If I won the lottery, I would buy for my parent new house.

\*ملاحظة : في هذا النوع من الممكن استخدام **If** في جملة النصائح بالاعتماد على هذه القاعدة:

**S+should / ought to + v1**

والتي تصبح اما:

**You could + v1 او Why don't you + v1 او If I were you I would + v1**

**Example:**

You should practice the presentation several times. (were)

If I were you , I would practice the presentation several times

Why don't you practice the presentation several times

You could practice the presentation several times

**4 -Third conditional:****Form:****If + past perfect ( had + v3) , S+ would+ have+ v3****If Ali hadn't died, we would have enjoyed this trip together.**

يستخدم لوصف امور خيالية لايمكن حدوثها

**ملاحظات:**

للدلالة على يجب معرفة الفرق في استخدام كل من **Could** و **Might** , حيث تستخدم في النوع الثالث **could** للدلالة على القدرة, بينما تستخدم **might** الامكانية

**Ex:**If the rescue crew had found him earlier, they could have saved his life (**ability**)If the rescue crew had found him earlier, they might have saved his life (**possibility**)**Question:****Read the situations and complete the sentences with the third conditional, using the word in brackets.**

- 1- Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could).  
.....
- 2- I had a headache yesterday, and I didn't do well in the maths test. (might).  
.....
- 3- I didn't know your phone number, so I wasn't able to contact you. (could).  
.....
- 4- You had a brightly colored T- shirt on, that's how I noticed you in the crowd. (might not).  
.....
- 5- I worked really hard the day before the exam, I got top mark. (might not).  
.....

**آلية الحل:** في هذا النمط نضع جملة الشرط (السبب) بعد **If** وجواب الشرط (النتيجة) في الجانب الاخر بالاعتماد على قاعدة النمط الثالث على ان نحذف اداة الربط في جملة الحل وتنفي المثبت ونثبت المنفي

ملاحظة : ادوات الربط التالية يتبعها نتيجة ويسبقها سبب :

(As a result / thus/ that's How /because of that /consequently /and/ therefore/ so)

والادوات التالية يتبعها سبب ويسبقها نتيجة:

(Because /because of / as / since / due to / in order to)

**Answers:**

- 1- If Saeed hadn't left his camera at home, he could have taken pictures of the parade.
- 2- If I hadn't had a headache yesterday, I might have done well in the maths test
- 3- If I had known your phone number, I could have been able to contact you
- 4- If you hadn't had a brightly colored T - shirt on, I might not have noticed you in the crowd.
- 5- if I hadn't worked really hard the day before exam, I might not have got top marks

\*We can use **provided that , as long as , unless and even if** in the same way as if, but they don't all mean the same thing.

**Examples:**

1. I'll buy the book if / provided that / as long as it isn't too expensive. (I won't buy it if it is too expensive.)
2. I'll buy it unless it's expensive. (I'll buy it if it isn't too expensive.)
3. I'll buy it even if it's expensive. (I will buy it. The price isn't important.)

**Complete the following sentences with the correct form of the verb in brackets:**

- 1.If Ali .....very hard, he **will pass** the tests. (study)
2. I ..... the job if I **had had** some experience. (have got)
3. I..... to university as long as I **pass** my exams. (go )
4. Even if I..... tired, I **will go** to the library this afternoon.(be)
5. If you **had done** the course, you..... enough experience to apply for the job. (have)
- 6.Provided that it..... , we **will have** a picnic next week. (not rain)
- 7.Even if Omar **passes** his driving test this afternoon, he..... his own car. (not have)
- 8.You **will not pass** your exams unless you ..... hard. (study)
9. Babies **are** usually happy unless they ..... hungry or cold. (be)
- 10.If you **win** the prize, how..... you..... the money? (spend)

**Question:****Re- write the following sentences keeping the same meaning:**

- 1- If we don't call Basma, she won't attend the conference.  
Unless.....
- 2- Unless Ali did it, no one would do it.  
If .....
- 3- If he had not taken her to the hospital, she would have been worse.  
Unless.....
- 4- Sana would come to the party if she was not exhausted.  
Unless.....
- 5- Unless I had closed the door, the thief would have stolen the house.  
If.....
- 6- if it rains , I will stay home  
Unless.....
- 7-unless she studies hard , she won't pass.  
If.....

**آلية الحل:**

- \* اذا كان التحويل من **If** المنفية الى **Unless** نقوم باثبات المنفي في جملة الشرط وتنزل باقي الجملة كما هي
- \* اذا كان التحويل من **Unless** الى **If** نقوم بنفي المثبت في جملة الشرط وتنزل باقي الجملة كما هي
- \* اذا كان التحويل من **If** المثبتة الى **Unless** نقوم بنفي جواب الشرط وتنزل باقي الجملة كما هي

**Answers:**

- 1- Unless we call Basma, she won't attend the conference.
- 2- If Ali didn't do it, no one would do it.
- 3- Unless he had taken her to the hospital, she would have been worse.
- 4- Unless Sana was exhausted, she would come to the party.
- 5- If I hadn't closed the door, the thief would have stolen the house.
- 6-unless it rains, I won't stay home
- 7-i if she doesn't study hard, she won't pass

## Wish / If only

**\* تتعدد انماط الاسئلة على هذا الدرس كالآتي:**

**1- نمط يعطيك جملة ويطلب اعادة كتابة الجملة نفسها الى جملة Wish او If only :**

### خطوات الحل

1- نحدد الفعل في الجملة

2- انزال كل ما قبل الفعل بعد Wish / if only

3- نكتب قاعدة الفعل بناء على الجدول التالي ونكمل الجملة

4- يجب مراعات بعض الملاحظات المذكورة أدناه

الفعل في الجملة	الفعل بعد Wish
V1 / V1 + s, es	Didn't + v1
Don't / doesn't + v1	V2
V2	Hadn't + v3
Didn't + v1	Had + v3
Am , is	Wasn't
Amn't ,Isn't	Was
Are	Weren't
Aren't	Were
Was, were	Hadn't + v3
Wasn't, weren't	Had been
Has, have	Didn't + have
Don't / doesn't + have	Had
Had	Hadn't+ had
Modal+ v1	Modal ( past) + not + v1
Has to / have to + v1	Didn't + have to + v1
Don't/ doesn't + have to + v1	Had to + v1
Would like to	Could + v1

### Ex

1. I **didn't do** much work for my exam.

I **wish I had done** more work for my exam.

2. I **bought** these shoes. They hurt my feet

I **wish I hadn't bought** these shoes. They hurt my feet

3. We **didn't catch** the earlier bus

**If only we had caught** the earlier bus.

**ملاحظة :** في هذا النمط نقوم بنفي المثبت وايجاب المنفي بشكل تلقائي

**\*Re- writes these sentences using wish and if only:**

1. I don't know the answer. → I wish I knew the answer.
2. I live in a small flat. → I wish I didn't live in a small flat.
4. We aren't old enough. → If only we were older.

**ملاحظات:**

1- اذا احتوت الجملة على **really /very / too** نحذفها ونحولها الى **so**

He is not very tall  
He wishes he were so tall

2- اذا كان الفعل بالجملة **Have to + v1** في الحل يصبح **Didn't have to + v1**

I have to go to in a tour  
I wish I didn't have to go to a tour

3- عند عكس الصفات في الجملة لا تعكس الافعال عند التحويل من حيث النفي والاثبات

The exam was difficult  
I wish the exam had been easy

4- الجملة التي تحتوي على **Should + v1** تعاد بـ **Wish + v2**

Ali should study hard before exam  
Ali wishes he studied hard before exam

5- الجملة التي تحتوي على **Should + have + v3** تعاد بـ **Wish + had + v3**

Ali should have studied hard before exam  
Ali wishes he had studied hard before exam

6- الجملة التي تحتوي على **Regret** متبوع بـ **V1+ing** او **V2** يكون الحل دائما هو **Hadn't + v3**

I regret watching this film  
I wish I hadn't watched this film

7- تستخدم **Were** بدلا من **Was** مع جميع اشكال الفاعل المفرد والجمع عند التحويل لجملة **wish**

He is not very tall  
He wishes he were so tall

8- يجب تحويل الصفة الى صيغة المقارنة عند وجود **enough** بعدها عند التحويل لجملة **Wish**

We aren't old enough  
If only we were older

2- نمط يعطيك جملة ويطلب إعادة كتابتها بناء على ما يوضع بين الأقواس :

**\*Re-write these sentences using the verb wish and the words in brackets:**

- 1- My brother spends many hours talking on the phone( not spend so many hours).  
I wish my brother didn't spend so many hours on the phone
- 2- I am very shy about talking in public( not so shy)  
I wish I .....
- 3- You eat too quickly( not eat so quickly)  
I wish .....
- 4- The city center is really busy this morning( not so busy)  
I wish.....

**ملاحظات:**

\* في هذا النمط نقوم بنفي المثبت وإثبات المنفي بناء على ما يوضع بين الأقواس  
\* نعتمد في الإجابة على هذا النمط في التحويل من المضارع الى الماضي ومن الماضي الى الماضي التام

3- نمط صحح الفعل ما بين الأقواس :

**Complete the sentences with the correct form of the verbs in brackets. (SB, p. 65)**

1. Ali did not pass his exams. If only he ----- harder last year. (study)
2. Zaid did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course. (do)
3. It was too hot to go to the beach yesterday. If only it ----- cooler. (be)
4. I feel ill. I wish I ----- so many sweets! (not eat)

**Answers:**

1. had studied 2. had done 3. had been 4. hadn't eaten

\*ملاحظة : نعتمد الإجابة في هذا النمط على زمن الجملة الأولى وعلى ما يوضع بين الأقواس

**Choose the most suitable verb form to complete these sentences. (SB, p.68)**

1. Ziad is not very good at basketball. He wishes he ----- taller! (is / were / was)
2. I can't do this exercise! I wish I ----- it. (understood / understand / understanding)
3. Mr Haddad does not understand the Chinese businessman. If only he ----- Chinese. (speak / spoke / had spoken)
4. Jordan needs to import a lot of oil. If only it ----- larger oil reserves. (has /had / had had)

**Answers:**

1. were 2. understood 3. spoke 4. Had

**Exercises:****Use prompts and write sentences with I wish or if only:**

1-I'm cold . (bring a coat )

.....

2- I'm tired . (not keep awake)

.....

3- I feel angry .

.....

4- My friend was late to come to school .

.....

5- I couldn't answer these questions . (study well)

.....

**Language Functions****الوظائف اللغوية****1- Giving advice: كيف تعطي نصيحة**

Sentence	ترجمة الجملة
- Have you thought about.....?	هل فكرت في.....؟
- You should..., no doubt about it.	يجب عليك ..... فلا شك في ذلك.
- If I were....., I would.....	لو كنت....., لقمتم .....
- My main recommendation is that you ...	توصيتي الوحيدة هي أن .....

**Examples:**

- Have you thought about visiting Petra?
- If you have terrible toothache, **you should** see the dentist, **no doubt about it.**
- **If I were you, I would** hit the books during this year.
- **My main recommendation is that you should** do your best

**2- Linking words showing cause (explain the reason for something.)**

كلمات الربط التي تظهر السبب (ايضاح سبب شيء).

Words	ترجمتها
Because/ as/ since	لأن
Because of/ due to	بسبب

**Examples:**

- We couldn't go to the stadium **because / as / since** there weren't any tickets left.
- **As / Since / Because** I was tired, I went to bed.
- We were late **because of / due to** the traffic.

**3- Linking words showing result (explain the consequences of an action.)**

كلمات الربط التي توضح النتيجة (توضح نتائج وعواقب حدث ما):

Words	ترجمتها
Therefore/ so	وبالتالي
As a result / because of that / consequently	وكنتيجة لذلك

**Examples:**

- We were caught in traffic, **therefore / so** we missed the start of the play.
- She worked hard; **as a result, / because of that, / consequently,** she did well in her exams.

- هناك العديد من الأنماط التي تستخدمها الوزارة في قياس مثل هذه المهارات وأسرد منها التالي:

**Example 1 ( 2016)**

- Study the following sentence and answer the question that follows. (2 points)

**Have you thought about visiting Petra?**

- What is the language function of the sentence above?

.....

في المثال السابق، الأسلوب والسؤال وزاري لكن تم تغيير محتوى السؤال ليتطابق مع المستوى الرابع اي الإجابة تكون كالتالي:

**Answer:** The language function of the previous sentence is **Giving Advice**.

- يكون الطلب أحيانا بإكمال الجملة الثانية باستخدام أحد الجمل التابعة للوظائف اللغوية كالتالي:

**Exercise 2:**

- Write a response to this sentence using a **linking word showing result**:

**Rashed:** What do you think the reason behind Alia failure in her last job.

**Asma:**

.....  
.....

**Suggested Answer:** She didn't work hard; **as a result, / because of that, / consequently,** she did not succeed.

في هذا النوع يطلب منك تحديد اي جملة تحمل الوظيفة اللغوية الفلانية، يجدر التنويه هنا أن هذا النوع من الأسئلة لم يعد قابل للتطبيق بسبب إلغاء أسئلة ضع دائرة:

**Exercise 3 (2012):**

- Study the following sentence and answer the question below:

**A- Mona:** I have a bad toothache.

**B- Noha:** I think you have to see the dentist.

Which of the previous sentences gives advice? .....

**Exercise 4:**

- Study the following sentence and answer the question below:

**Rashed:** What do you think the reason behind Alia failure in her last job.

**Asma:** She didn't work hard; **as a result, / because of that, / consequently,** she did not succeed.

- What is the language function of the underlined word(s)?

**Suggested Answer:** The language function of the underlined word(s) is **linking words showing result**.

## القطع المقترحة

### **A visiting student's / Anita's blog post**

Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. As my father is originally from Jordan, I grew up speaking Arabic as well as German. However, I had never studied Arabic formally, and when the opportunity came up for me to spend a year in Jordan studying Arabic, I didn't hesitate for one moment.

I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level.

I'm very familiar with colloquial Arabic, which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar. Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practice it at home. I really **put my back into** it, and I earned an 'A' on the course .

What impressed me most about students in Jordan was their behaviour and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country's prosperity. They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

### **Learning a Foreign Language**

#### **تعلم لغة أجنبية**

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory. As well as exercising the brain, it is thought that learning a new language also presents the

brain with unique challenges. These include recognizing different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue

According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that they are also able to switch easily between completely different tasks. One experiment required participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgment is called for, and decisions have to be made.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

## **Education in Jordan**

### **التعليم في الأردن**

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses.

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are

undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and it follows Germany's model of education in Applied Sciences.

For students who wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enroll onto online distance learning programmes. In the future, this option will become available in many other universities

## Career choices

### My job as an interpreter

My name is Fatima Musa and I have worked as an interpreter for five years. **Many students** have emailed me about my work because **they** want to know what it would be like to do my job. So here is my reply. I have always been fond of languages. **My father** worked in many different countries when I was young and we usually travelled with **him**. When we visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that **anyone** in the room **who** speaks Arabic can understand what people are saying.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a

job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries..

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

### **Stepping into the business world**

Business Studies is a popular choice for **students** who are choosing a degree course in the UK. After graduating, some go on to further study, but most of them take up employment. Many large companies offer **graduate training schemes**, which are a kind of apprenticeship. We went to meet twenty-two year-old **Ricky Miles**, who is about to graduate in the subject.

How long have you been studying Business Studies, Ricky?

It's a four-year course, including **two periods of work experience**. Each one lasted six months, but **they** weren't in the same year.

What exactly have you studied over those four years?

Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. I also did a course in **Management, which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, because computer skills are essential.

What did you most enjoy about the degree?

The work experience, definitely. I learnt so much, both times, and of course it looks great on my curriculum vitae. One of the companies offered me paid work last summer, so I managed to more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job! get even

What kind of company was that, and what did you do there?

It was a company that provides financial products – savings and pensions, mostly. At first I just 'shadowed' **different people**, watching what they were doing . Then I did quite a lot of checking for **them** – you know, checking their

calculations. When I went back in the summer, I was in the sales department. My **job** was to follow up web enquiries, and send out further information to possible clients. I enjoyed **it**, and I wouldn't have had that opportunity if I hadn't done the work experience first.

What next do to planning you are ?

I've just applied for a job with a **bank**. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to prepare really carefully.

**Literature spot**  
**a green Cornfield**  
**Christina Rossetti**

The earth was green, the sky was blue  
I saw and heard one sunny morn  
A skylark hangs between the two,  
A singing speck above the corn;  
A stage below, in gay accord,  
White butterflies danced on the wing,  
And still the singing skylark soared,  
And silent sank and soared to sing  
The cornfield stretched a tender green  
To right and left beside my walks;  
I knew he had a nest unseen  
Somewhere among the million stalks.  
And as I paused to hear his song  
While swift the sunny moments slid,  
Perhaps his mate sat listening along,  
And listened longer than I did